Eastern Illinois University
New Course Proposal
HIS 4303, Colonial America to 1763

1. Catalogue Description
   a) HIS 4303
   b) Colonial America to 1763
   c) MWF (3-0-3)
   d) F
   e) Col Am His
   f) The origins of England’s North American Colonies and their cultural, economic, political, social, and religious development in the period ending with the French and Indian War.
   g) Three semester hours in courses numbered 3000 and above in history or written consent of the instructor. WI
   h) Fall 2004

2. Objectives and Evaluations of the Course
   a) Student Learning Objectives
      1) Students will be able to articulate the key issues involved in Colonial American History.
      2) Students will be able to identify accepted methods of historical research, and will use them to conduct their own research project.
      3) Students will be able to identify the major historiographical debates in colonial history.
      4) Students will interpret primary source documents.
      5) Students will be able to recognize arguments and evaluate the use of historical evidence.
   b) Methods of Assessment
      1) Written examinations—these examinations will assess students’ thematic knowledge of Colonial American History and knowledge of historiographical controversies.
      2) Weekly writing assignments—writing assignments will assess students’ comprehension of weekly reading assignments, as well as the ability to recognize arguments and evaluate the use of historical evidence.
      3) Research paper—a research paper will assess students’ ability to do research and to construct arguments. The research paper will also permit feedback from instructors to facilitate improvement in students’ written skills as well as their analytic skills and ability to apply historical methodology.
      4) Class participation—class participation will assess students’ ability to articulate ideas verbally and to take part in an exchange of viewpoints.
   c) This course is not technology-delivered.
   d) This course is not eligible for graduate credit.
   e) This course is writing-intensive. The majority of grading within the course will be based upon students’ written work. In addition, students will re-write at least one assignment.

3. Outline of the Course
   a) The course will be taught in 15 weeks, made up of three 50-minute class periods per week.
Weekly Schedule
Week 1: America Before Colonization
   a) Introduction of schema of colonization
   b) American Pre-history: Archaic Age, Woodland Era
   c) American on the Eve of Colonization
Week 2: Europe and Africa
   a) Pre-colonial West Africa and the Mediterranean Trade
   b) Early European Exploration: Portugal and Africa
   c) Origins of the Slave Trade
Week 3: European Background of Colonization
   a) England on the Eve of Colonization
   b) Push factors for European Expansion
   c) European Theories of Colonization
Week 4: Early Attempts at Colonization
   a) Spanish Explorations: Florida
   b) French Explorations: Canada
   c) Dutch Explorations
   d) The Lost Colony: Roanoke
Week 5: The Chesapeake
   a) Jamestown and the Starving Time
   b) Development of a Staple Crop Economy: Tobacco
   c) Labor: Indentured Servitude v. Slavery
Week 6: New England
   a) Puritanism
   b) Settlement of Plymouth and Massachusetts Bay
   c) Religion and Commerce: Incompatible Ideas?
Week 7: Those “Other” Colonies
   a) New France
   b) New Netherlands
Week 8: The Uneasy 17th Century
   a) Bacon’s Rebellion, Virginia
   b) King Philip’s War, New England
   c) The Salem Witch Trials: Social or Religious?
Week 9: The Development of Slavery
   a) The West Indian Colonies
   b) Indian Slavery in South Carolina
   c) Rice and Slavery in the Lowcountry
Week 10: Expansion and New Colonies
   a) The Middle Colonies and the Problem of Diversity
   b) Life on the Frontiers
   c) Georgia and the Social Experiment
Week 11: Women and the Family in the 18th century
   a) Women’s Legal Status
   b) Everyday Life in the Colonies
   c) Discussion of Ulrich’s “A Midwife’s Tale”
Week 12: The Problem of Race
   a) Indian Relations and the Frontier
   b) Slavery and the Accommodation/Resistance Paradigm
   c) The Stono Rebellion
Week 13: Economy and the Empire
   a) The Transatlantic Trade and the Problem of Debt
   b) Mercantilism
Week 14: Religion and Culture
a) Elite Culture and Education
b) Popular Culture
c) Religion and the Great Awakening

Week 15: America and Europe at War
a) America and European Conflicts: King William’s War, Queen Anne’s War, and King George’s War
b) The French and Indian War
c) Pontiac’s Rebellion and the Aftermath of War

4. Rationale
a) HIS 4303 replaces HIS 4903 Colonial America to 1763. The new course will no longer be open to graduate students. A new graduate course, HIS 5370 Seminar in Colonial and Revolutionary History, will replace HIS 4903 for graduate credit.
b) HIS 4303 will be open to juniors and seniors who have presumably already taken HIS 2010 or HIS 2020, the American history surveys. This course will provide a more in-depth look at colonial American history.
c) HIS 4303 will not be similar to any other courses.
d) HIS 4303 will replace HIS 4903. It will serve as an approved elective for the History Major and the History Major with Social Science Certification. Further, all students are required to take at least one 4000-level US History course. HIS 4303 will fit that requirement.

5. Implementation
a) Michelle LeMaster
b) N/A
Wood, Peter, Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion.

6. Community College Transfer
N/A

7. Date Approved by Department of History Curriculum Committee
October 1, 2003

8. Date Approved by College of Arts and Humanities Curriculum Committee
October 15, 2003

9. Date Approved by CAA
October 30, 2003